



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

450 N. Arizona Blvd, Coolidge, AZ 85228

Coolidge Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Juaneka Brim
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
2005 Enrollment : 457
Web Address :
Phone Number : (520) 723-2102
Fax Number : (520) 723-2104
E-mail : jbrim@cusd.k12.az.us

Mission

It is our mission to provide a safe, nurturing environment which ensures that all students attain maximum achievement academically, socially, culturally, physically, ethically and emotionally.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 Corrective Action
2003-04 Corrective Action
2002-03 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement currently adopted curriculum and show growth of 10 percent or more each year as measured by criterion-referenced measures. Show adequate yearly progress on AIMS.
- ü Enhance academic success using instructional strategies for increasing learning through mastery learning, learning styles and cooperative learning.
- ü Develop and implement a school improvement plan during the 2004-2005 school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 698
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü 8 Step Instructional Focus
- ü Subject Area Departments
- ü Alternative Education Program
- ü Leveled Academic Programs
- ü School Improvement Teams
- ü Instructional Teams
- ü Monthly Academic Calendars

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a safe school environment where students are provided with the opportunities to reach their academic goals using up-to-date teaching methods and the latest in technology.

Parents

See that students are ready to learn, well behaved and attend school daily. Provide support at home for academic excellence through a positive setting to facilitate study habits, rest and nutrition conducive to academic success and positive behavior.

Transportation Policy

Make every attempt to ensure the safety and welfare of students that are transported to and from school. The district adheres to the policy of transporting K-8 students beyond a one-mile radius and 9-12 students beyond a one-and-a-1/2 mile radius. The district will implement a staggered start schedule for all schools to help with transportation cost and safety issues.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	215	279	78250	98	100	99	544	540	548	22	25	21	21	22	18	49	46	48	9	7	13
All Students (Prior Year)	198	229	75001	98	99	99	454	453	468	45	46	37	36	36	36	11	11	16	7	7	10
Female	99	138	38071	95	100	99	541	540	549	22	23	20	24	25	19	44	45	49	9	7	12
Male	116	141	40126	100	100	99	547	540	547	21	27	23	18	19	17	52	47	46	8	7	14
African American	20	23	4058	100	100	99	505	509	523	56	53	32	6	5	22	39	42	41	0	0	5
Hispanic	85	103	29129	96	100	99	540	537	527	20	23	32	23	24	23	49	46	40	8	7	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	45	47	4996	94	98	100	535	534	518	31	30	36	21	23	25	43	42	36	5	5	4
White	64	105	38320	100	100	99	568	552	568	7	19	12	23	22	14	56	49	55	14	9	19
Students with Disabilities	33	41	9329	100	100	100	489	486	454	74	79	64	4	3	18	15	12	16	7	6	2
Students without Disabilities	182	239	68996	97	100	99	553	549	561	14	17	16	24	25	18	54	51	52	9	7	14
Limited English Proficient Students	13	14	10133	100	100	100	526	522	488	23	29	45	31	29	25	46	43	28	0	0	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	125	151	33388	92	93	94	533	530	530	27	30	32	21	23	22	46	43	40	5	4	5
Non-Economically Disadvantaged	90	129	44937	100	100	100	560	553	561	14	19	13	20	20	15	53	50	54	14	11	18

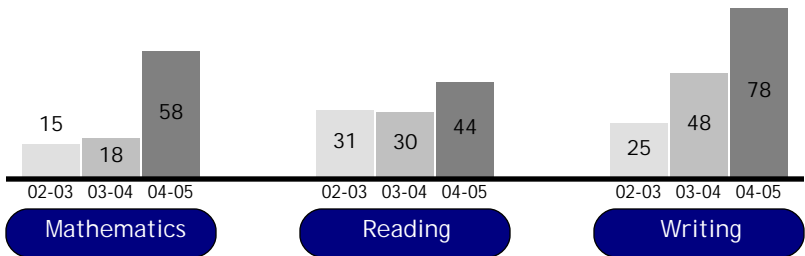
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	215	278	78302	98	0	99	496	499	512	21	18	11	35	34	25	41	44	57	3	3	7
All Students (Prior Year)	199	230	74918	99	100	99	479	480	497	47	45	32	22	22	19	26	28	35	4	5	15
Female	100	138	38082	96	0	99	503	509	518	13	11	8	35	32	24	47	53	61	4	5	7
Male	115	140	40166	100	0	99	490	491	507	27	26	14	35	37	26	36	36	54	2	2	6
African American	20	23	4064	100	0	100	462	466	498	44	42	14	44	42	29	11	16	54	0	0	3
Hispanic	85	102	29152	96	0	99	495	498	492	19	16	17	39	38	34	38	41	46	4	4	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	46	48	4993	96	0	100	478	481	484	33	32	19	35	34	38	33	34	42	0	0	1
White	63	104	38347	100	0	99	521	517	531	7	8	5	27	29	17	61	58	68	5	5	10
Students with Disabilities	34	42	9353	100	0	100	456	457	429	54	50	40	32	35	38	14	15	22	0	0	1
Students without Disabilities	181	237	69024	96	0	99	503	506	524	15	13	7	36	34	23	46	49	62	4	4	7
Limited English Proficient Students	13	14	10140	100	0	100	469	468	451	23	21	28	69	71	43	8	7	29	0	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	125	151	33398	92	0	94	487	488	495	23	22	18	42	41	35	33	35	46	2	2	2
Non-Economically Disadvantaged	90	128	44979	100	0	100	509	514	525	18	13	6	25	25	18	53	57	66	5	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	210	273	78094	96	99	99	541	541	545	3	3	3	20	20	18	77	76	77	1	0	2
All Students (Prior Year)	195	225	74503	97	97	99	470	472	491	13	13	9	39	38	32	46	47	51	2	2	8
Female	98	136	38025	94	99	99	555	558	558	1	1	2	15	14	13	83	85	82	1	1	2
Male	112	137	40013	97	99	99	530	526	534	5	6	5	24	25	23	71	69	71	0	0	1
African American	20	23	4037	100	100	99	506	510	532	6	5	4	33	32	22	61	63	73	0	0	1
Hispanic	83	101	29068	93	98	99	533	535	523	5	6	5	18	18	27	77	76	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	44	46	4981	92	96	100	537	536	526	2	2	4	29	29	25	68	69	70	0	0	0
White	62	102	38265	100	100	99	568	556	564	0	1	2	11	15	11	87	83	84	2	1	3
Students with Disabilities	32	40	9275	100	100	100	471	464	444	19	22	14	46	47	46	35	31	39	0	0	1
Students without Disabilities	178	234	68892	95	98	98	553	553	559	1	0	2	16	15	14	83	84	82	1	0	2
Limited English Proficient Students	13	14	10084	100	100	100	501	493	474	8	14	10	38	36	39	54	50	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	123	149	33296	90	92	94	530	528	527	4	5	5	23	25	27	72	70	67	0	0	0
Non-Economically Disadvantaged	87	125	44871	100	100	100	558	559	559	1	1	2	14	13	12	83	85	84	1	1	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	92	27	27	51	93	37	NA	54	95	37	40	50
	Language	95	30	30	54	95	37	37	58	95	36	41	52
	Mathematics	93	42	42	58	94	44	43	62	95	36	38	50
8	Reading	92	34	34	53	99	37	NA	55	98	41	44	51
	Language	97	30	30	49	98	32	32	52	98	41	43	50
	Mathematics	97	52	52	58	98	51	51	61	98	46	45	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues/Student Discipline
- Ü Student Academic Achievement/Attendance
- Ü Extracurricular Activities
- Ü Overall Communications/Customer Service
- Ü Curriculum Development
- Ü Instructional Leadership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	9.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	2	0	0
7 to 9 years	4	0	0	0
10 or more years	6	2	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü one Computer Lab, Gym, Band Room
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü All Traditional Sports for All Students
- Ü Student Council
- Ü 21st. Century After School Programs
- Ü Jr. Tribal Club
- Ü Multi-Cultural Club
- Ü Yearbook Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Afterschool Program
- Ü Prenatal/Parenting Assistance
- Ü Pinal County Health Department

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü During the 2003-2004 school year Hohokam Middle School made AYP. This students who attended that school last year now attend McCray Jr. High School. This was the first time in seven years for the school to accomplish this goal.
- ü During the 2004-05 school year the average daily attendance for Hohokam (now McCray) was 94 percent. Hohokam had a cumulative gain of 24 percent on the AIMS test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	64	96	95	81
Retention Rate ⁹	24	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Established ID requirement for all staff and students, along with a student pass program, using sign-in-and-out pass and tardy books. Have a new alternative to suspension program, using an off-site facility. Have grade-level pods that are separate.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Juaneka Brim	(520) 723-2202
Transportation Policy	Nellie Palacios	(520) 723-2072
Community Resources	Bonnie Palmer	(520) 723-2088
School Nutrition Programs	Anna Villarreal	(520) 723-2083
Parent Organization		
Student Health/Nurse	Leah McKim	(520) 723-2212

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.